

Wigan St Andrew's CofE Junior and Infant School

Address: Mort Street, Springfield, Wigan, Lancashire, WN6 7AU

Unique reference number (URN): 106449

Inspection report: 28 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Most pupils attend school regularly. Leaders monitor attendance patterns carefully and get to know parents and carers well. Staff work flexibly with families to consider individual circumstances. When barriers arise, practical support, such as home contact or adjusted start times, helps pupils to stay in school. This helps pupils settle into school each day so they are ready to learn. As a result of leaders' work, attendance for all groups is broadly in line with national figures. Leaders continue to review these records to ensure high standards are maintained.

Behaviour across the school is calm and orderly. Pupils move sensibly around the school. They show respect to adults and peers. Routines are well established and support learning. Pupils follow expectations without frequent reminders. Staff adapt expectations for pupils who need support to manage their feelings and emotions. Bullying or unkind behaviour is dealt with quickly by the staff. Discrimination or harassment is not tolerated and is addressed promptly. These timely responses help pupils feel safe and included. Relationships between pupils and staff are positive. Leaders support staff well to ensure that there is consistency in the use of behaviour approaches.

Early years

Expected standard 

The early years curriculum is well sequenced. It sets out what children should learn and in what order. Teachers ensure that the curriculum meets children's needs well.

Children in the early years settle quickly and feel secure. They arrive calmly and engage readily with activities. Relationships between staff and children are warm and supportive. Staff know children well and respond sensitively to their needs. This prepares children successfully for Year 1.

Communication and language are prioritised throughout the day. Staff model vocabulary and encourage children to explain their thinking. Children speak confidently about their learning. During the inspection, they were excited to share with an inspector their knowledge about life cycles, especially those of moths.

Phonics teaching in Reception is systematic and consistent. Routines support children's wellbeing and readiness to learn. Children use sounds confidently when reading and writing. Typically, they enter the early years with very low starting points. Since September, they have developed their writing skills. Many children have moved from mark-making to writing recognisable letters. However, letter formation remains inaccurate for some children.

Early mathematics is a strength. Staff use practical resources to support children's understanding of number. Activities are adapted effectively for children with special educational needs and/or disabilities.

Inclusion

Expected standard 

Leaders articulate a clear vision for inclusion that is rooted in equity rather than equality. Staff understand that pupils face different barriers to learning and wellbeing. Leaders prioritise a sense of belonging. This ensures that pupils are included in all aspects of school life. Pupils with special educational needs and/or disabilities (SEND) participate fully in enrichment activities. Leaders use additional funding appropriately to enable disadvantaged pupils to take part.

Staff provide nurture, emotional support and targeted interventions to help pupils feel secure. They work closely with families and external agencies, ensuring pupils' wellbeing and access to learning are prioritised. Parents and carers value the care, communication and responsiveness shown by staff. Pupils report feeling included and valued in the school community.

Identification of SEND is accurate and timely. Leaders use assessment tools effectively and work closely with external professionals, including speech and language services, to accurately identify pupils' needs. Adaptations such as visual timetables, learning stations and prompts are used effectively in classrooms. These support pupils to access learning. Where adaptations are precise, pupils make progress and achieve well, including pupils with English as an additional language. However, individual adaptations are not always refined precisely enough. As a result, some pupils with SEND do not build knowledge as securely as they could.

Personal development and wellbeing

Expected standard 

Pupils benefit from a wide range of experiences. These opportunities support pupils' personal development and wellbeing. They take part in clubs, visits, performances and activities linked to the church and local community. These activities help pupils develop confidence, resilience and a sense of responsibility.

Pupils recognise the value of feeling included in the school community. They enjoy clubs such as choir, band, football and multi-sports. Many pupils also take part in lunchtime and after-school music opportunities. Pupils in Year 4 learn instruments, and older pupils perform as part of a school band. Pupils in the choir sing at community events, including care homes and town celebrations. Pupils are proud of participating in these events, which build their confidence.

Leadership opportunities for pupils are meaningful. Older pupils look forward to becoming play leaders and helping younger children. Pupils value the end-of-year awards that recognise friendship, trust and sportsmanship. Performances at Christmas and Easter include all pupils and are important shared events in the school community. The personal, social and health education programme supports pupils' understanding of safety, health and relationships. Consequently, pupils know how to stay safe online and in the community.

Pupils know that members of staff are available to talk to if they feel worried or unsafe. They recognise the difference between bullying and falling out. Pupils develop a deep understanding of tolerance, democracy and respecting difference. They talk maturely about accepting others and supporting their peers with additional needs. The school council and

eco-groups help pupils understand shared decision-making. This develops pupils' understanding of fundamental British values, such as democracy.

Older pupils speak thoughtfully about wellbeing and moving to secondary school. The support they receive enables them to manage worries and change effectively. Pupils with additional needs receive targeted pastoral support. These approaches help pupils feel secure and ready to learn.

Needs attention ●

Achievement

Needs attention ●

Pupils' achievement varies across the school. Weak writing limits how well pupils make progress across subjects. Gaps in spelling, handwriting and sentence structure remain. These prevent some pupils from demonstrating and applying their knowledge.

Writing errors are rarely revisited, slowing progress over time. Teachers do not give pupils sufficient opportunities to apply their writing knowledge. This limits their understanding and confidence in their work. Programmes to improve writing are not used consistently, so gaps close slowly. However, many pupils, especially in key stage 2, talk confidently and with enthusiasm about their learning.

Pupils generally develop a secure understanding of the early stages of reading. Pupils enjoy reading and listening to stories. Published results improved in reading and mathematics in 2025. However, evidence from pupils' work shows progress is not secure over time. Some pupils do not progress as expected from their starting points. As a result, pupils are not consistently well prepared for the next stage of education.

Curriculum and teaching

Needs attention ●

Leaders have not ensured that teaching is consistently effective across the school. Pupils' misconceptions are not routinely identified or addressed quickly enough. This is most evident in writing and mathematics. Occasionally, teachers provide activities that are too challenging for some pupils. An example of this is seen when pupils are expected to write words beyond their phonics knowledge.

Errors in letter formation and punctuation are sometimes left uncorrected during lessons. Assessment is not used precisely to adapt teaching, which means some pupils continue to repeat the same mistakes without the support needed to secure understanding. As a result, teachers do not consistently enable pupils to learn the intended curriculum or to develop their spelling, handwriting and sentence construction skills in their written work.

Leaders have designed an ambitious curriculum reflecting their expectations for pupils. Subject content is generally well sequenced across the school. Some pupils recall learning in the wider curriculum and speak positively about what they know. Reading is prioritised, and pupils enjoy listening to stories and discussing books. Staff capture pupils' attention well by the way they read. In some lessons, pupils learn well. This is when appropriate strategies

support their understanding. However, overall variability in teaching limits how securely pupils learn over time.

Leadership and governance

Needs attention 

Leaders' systems are not rigorous enough to show the impact of the school's work. Some records do not consistently demonstrate timely actions taken. This limits leaders' and governors' ability to evaluate impact. As a result, leaders cannot consistently check whether actions are improving outcomes for pupils' learning and development.

Leaders' understanding of the variability in teaching and achievement is developing. They have identified appropriate actions, but these have not led to consistent improvements across the school. Improvements in teaching and outcomes are not uniform for all pupils.

Despite this, leaders have stabilised the school after a period of difficulty. They have prioritised actions to successfully rebuild staff morale. Professional development is valued by staff and supports improvement. However, at this point in time, this has not translated into classroom practice consistently well. Staff feel supported and share leaders' commitment to promote care, inclusion and community.

Leaders are reflective and open to challenge. They acted promptly to address issues identified at the last inspection. Leaders have strengthened behaviour and early years provision. These improvements are visible in pupils' routines, attitudes and engagement. Leaders work constructively with parents and carers, external professionals and the wider community to support pupils and sustain improvement.

Governors are committed to and supportive of the school. They understand their roles and responsibilities. Through meetings, they provide the school with appropriate support and challenge.

What it's like to be a pupil at this school

Pupils enjoy coming to Wigan St Andrew's Church of England Junior and Infant School. The school is calm and welcoming from the start of the day. This helps pupils settle quickly and feel secure. Staff know pupils well and respond sensitively to their emotional needs. Attendance is generally secure because pupils feel safe and supported.

Pupils behave sensibly in lessons and during social times. They follow routines confidently because they understand what is expected of them. Pupils consider unkind behaviour to be rare and dealt with quickly by adults. This culture helps everyone feel included and valued as individuals. Pupils with additional needs describe being supported to regulate their emotions and re-engage with learning.

Pupils are generally caring and accepting of difference. They speak positively about the wider life of the school, enjoying a range of clubs, performances and visits. Memorable experiences include concerts, Viking Day re-enactments and residential trips. Music is a particular strength. Through whole-class teaching, pupils learn instruments and perform in

bands and choirs. They especially value opportunities to perform for parents and carers, the community and local care homes.

Older pupils welcome responsibility. Year 6 pupils look forward to becoming play leaders and supporting younger children. End-of-year celebrations recognise values such as friendship, trust and sportsmanship.

Pupils enjoy learning and talk enthusiastically about the wider curriculum. Many recall learning in some subjects with confidence. However, too many pupils struggle to show what they know across subjects, particularly in writing. Inconsistencies in teaching mean some pupils do not progress as well as expected from their starting points. This is most evident in writing, where gaps are slow to close. When learning weaknesses persist, some pupils are less well prepared for the next stage of their education. These inconsistencies show that leaders' systems do not always check the impact of actions to support pupils' learning rigorously enough. Consequently, weaknesses are not addressed quickly.

Next steps

- Leaders should ensure that teaching is consistently responsive, so that staff can swiftly identify and address pupils' learning gaps and misconceptions, to help pupils build secure foundations and learn more deeply.
 - Leaders should refine how activities and adaptations are used so that they are precisely matched to pupils' needs, especially for pupils with special educational needs and/or disabilities, and enable pupils to learn the knowledge leaders intend them to secure.
 - Leaders should strengthen how foundational writing skills, including handwriting, spelling and sentence construction, are developed across the school so that pupils record their learning accurately and demonstrate what they know.
 - Leaders and those responsible for governance should ensure that systems, including safeguarding and inclusion records, consistently demonstrate that timely action is taken, so that leaders and governors can evaluate impact and assure themselves that pupils are kept safe and supported.
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About this inspection

The chair of the board of governors in this school is Jayne Donnellan.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other senior leaders and staff. They also met with members of the governing board, including the chair of governors, and spoke with representatives from the local authority and the diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Liverpool. The school's last section 48 inspection was in November 2025.

The school does not currently use alternative provision.

Headteacher : Lindsey Taylor

Lead inspector:

Helen Friend, His Majesty's Inspector

Team inspectors:

Sharon Cowey, Ofsted Inspector

Dawn Davies, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

School and pupil context

Total pupils

201

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

19.90%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.99%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

19.90%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	61%	Below
2024/25 (final)	67%	62%	Close to average
2023/24 (final)	30%	61%	Below
2022/23 (final)	40%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	74%	Below
2024/25 (final)	77%	75%	Close to average
2023/24 (final)	40%	74%	Below
2022/23 (final)	57%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	72%	Close to average
2024/25 (final)	73%	72%	Close to average
2023/24 (final)	60%	72%	Below
2022/23 (final)	77%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	73%	Below
2024/25 (final)	80%	74%	Close to average
2023/24 (final)	47%	73%	Below
2022/23 (final)	57%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	39%	46%	Close to average
2024/25 (final)	78%	47%	Above
2023/24 (final)	20%	46%	Below
2022/23 (final)	22%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	62%	Close to average
2024/25 (final)	89%	63%	Above
2023/24 (final)	30%	62%	Below
2022/23 (final)	56%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	59%	Close to average
2024/25 (final)	78%	59%	Above
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	56%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	60%	Close to average
2024/25 (final)	89%	61%	Above
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	44%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	39%	68%	-28 pp
2024/25 (final)	78%	69%	9 pp
2023/24 (final)	20%	67%	-47 pp
2022/23 (final)	22%	66%	-44 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	80%	-22 pp
2024/25 (final)	89%	81%	8 pp
2023/24 (final)	30%	80%	-50 pp
2022/23 (final)	56%	78%	-23 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	78%	-17 pp
2024/25 (final)	78%	78%	0 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	56%	77%	-22 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	80%	-19 pp
2024/25 (final)	89%	81%	8 pp
2023/24 (final)	50%	79%	-29 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	44%	79%	-35 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.0%	5.2%	Close to average
2023/24 (3 term)	5.6%	5.5%	Close to average
2022/23 (3 term)	5.4%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.2%	13.0%	Close to average
2023/24 (3 term)	15.1%	14.6%	Close to average
2022/23 (3 term)	13.5%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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